DOCUMENT RESUME

ED 294 038 CE 050 091

TITLE	Steps to Starting a Small Business. Teacher Guide. Entrepreneurship Curriculum.
INSTITUTION	Wisconsin Univ., Madison. Vocational Studies Center.
SPONS AGENCY	Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE	[83]
NOTE	161p.; For a related student notebook, see CE 050 092.
AVAILABLE FROM	Vocational Studies Center, 964 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Business Administration; *Business Education; Curriculum Guides; *Entrepreneurship; High Schools; Insurance; Marketing; Money Management; *Small Businesses; Teaching Guides

ABSTRACT

This teacher guide provides materials for a high school course designed to acquaint students with the theory of the marketplace and the U.S. free enterprise system while allowing them to have hands-on activities that could lead them to starting a small business. A major portion of the content is delivered by community business resource persons with the administration and supervision of the course of study in the hands of one or more professional educators. The designated time frame is 48 hours of contact instruction. A topical outline and checklist for teacher preparation are provided. The guide is divided into 14 units. A chart for each unit contains student objectives, allocated time, content, and teaching tips. Unit topics are introduction to small business, opportunities in small business, capital, legal and tax aspects of small business, business insurance and information, marketing and marketing research, selecting a location and planning the physical layout of a small business, merchandise cycle, capital outlay and estimating cash flow, developing cash flow statement, professionals working with small business, business records, personnel management, and visit with a loan officer. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294038

Entrepreneurship Curriculum

Teacher Guide

Project Coordinators:
W. Jacobsen
A. Lehman

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

K Ruzicka

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Sponsors:
Business & Education Coordinating Council, Madison, WI
CAVE Department, School of Education, Universtiy of Wisconsin
Greater Madison Chamber of Commerce, Madison, WI
Madison Metropolitan School District, Madison, WI
Madison Rotary Foundation, Madison, WI
Vocational Studies Center, University of Wisconsin
Wisconsin Department of Public Instruction

THE VOCATIONAL STUDIES CENTER
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

CE053091

BEST COPY AVAILABLE

STEPS TO STARTING A SMALL BUSINESS

Teacher Guide

Project Coordinators:

W. Jacobsen
A. Lehman

Contributors:

W. Jacobsen
A. Lehman
L. Plourde
R. Powers
B. Scott

Sponsors:

Business & Education Coordinating Council, Madison, WI
CAVE Department, School of Education, University of Wisconsin
Greater Madison Chamber of Commerce, Madison, WI
Madison Metropolitan School District, Madison, WI
Madison Rotary Foundation, Madison, WI
Vocational Studies Center, University of Wisconsin
Wisconsin Department of Public Instruction

The Vocational Studies Center
UNIVERSITY OF WISCONSIN-MADISON
964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706
Tel: 608/263-4357

The Wisconsin Department of Public Instruction does not discriminate on the basis of race, sex, age, religion, handicapped or national origin.

TABLE OF CONTENTS

Acknowledgement

Introduction

Mission of Marketing and Distributive Education

Topical Outline iii

Teacher Preparation 1

Unit I - Introduction To Small Business I-1

Unit II - Opportunities For Small Business II-1

Unit III - Capital III-1

Unit IV - Legal And Tax Aspects Of Small Business IV-1

Unit V - Business Insurance & Information V-1

Unit VI - Marketing - Marketing Research VI-1

Unit VII - Selecting A Location & Planning The Physical Layout Of A Small Business VII-1

Unit VIII - Merchandise Cycle VIII-1

Unit IX - Capital Outlay And Estimating Cash Flow IX-1

Unit X - Developing Cash Flow Statement X-1

Unit XI - Professionals Working With Small Businesses XI-1

Unit XII - Business Records XII-1

Unit XIII - Personnel Management XIII-1

Unit XIV - Visit With A Loan Officer XIV-1

ACKNOWLEDGEMENT

The Business and Education Coordinating Council is a group of individuals representing the Madison area business, industry, labor, government and education sectors. The council represents an educational partnership between the Madison Metropolitan School District and the Greater Madison Chamber of Commerce and supports programs that encourage interaction between business and education.

The "Steps To Starting a Small Business" idea was developed jointly by the Madison Metropolitan School District and the Business and Education Coordinating Council in cooperation with the University School of Education, Madison Rotary Foundation and Wisconsin State Department of Public Instruction, Bureau of Vocational Education.

Implementation of the program requires a strong commitment and active cooperation between the school system and the business, labor and industry communities. It is only through this cooperative effort that students have the opportunity to learn the concepts of small business and to question individuals who have put those concepts to work.

Madison business, industry, labor and government sectors and the Madison education sector are to be commended for their cooperative working relationship that makes this program possible.

INTRODUCTION

Steps To Starting A Small Business curriculum was prepared to be used at the junior-senior level in the Madison, Wisconsin Public Schools. It is the result of the cooperative efforts of seven community and university sponsors to offer a program of study that would:

- increase a participants' appreciation and information about the American free enterprise system,
- provide information and exploration on how to start a small business,
- allow participants to assess their interest and abilities in self employment,
- develop participants' value and attitudes in making decisions, and
- allow the participants to develop a business plan with a financial statement.

This curriculum is a pilot model that was field tested in two programs. It is designed to provide the student with the theory of the marketplace and the American free enterprise system, yet allowing the student to have hands-on activities that could lead him/her to starting a small business provided the student had the abilities to follow through on their thoughts and ideas. A major portion of the content is delivered by community business resource persons with the administration and supervision of the course of study in the hands of one or more professional educators. The course of study is for forty-eight hours of contact instruction, but the content could be presented in as few as eighteen hours or expanded with the addition of a teacher's own materials.

Teacher Guide Student Notebook

The teacher guide is divided into fourteen units. In addition to the objectives for each unit, a suggested time frame is given as a guide

to the course of study in the first column. The designated time frame will provide for forty-eight contact hours. Column two contains the "Content" of the course with column three providing "Teaching Tips" which will help the community business resource person and the teacher deliver the program. A fourth column, "Notes," is provided for additional comments, reminders or examples.

The Teacher Preparation Guide is located before the first unit and outlines nine groups of activities which will have to be accomplished prior to the first session. It is recommended that these activities begin ninety days before the first session--otherwise materials may not arrive in time and/or community resource people may not be free to assist with the programming.

The Student Notebook contains the glossary. For each unit there is a Class Preparation Sheet which asks the participants to complete specific assignments. It also suggests reading and aids for each unit. The readings are mainly free materials available from the Small Business Administration and those items are outlined in the Teacher Preparation Guide. They should be collated behind the students' worksheets in each unit. The Student Notebook has one additional unit (Unit XV - Business Plan) which provides a location for the participants to gather together the worksheets and supportive materials for an interview with a financial institution loan officer in the last unit (Unit XIV).

Programming Options

While this program model was designed as a single self-contained program, forty-eight hours in length, the following modifications could be utilized in combination or as a single modifier.

Options:

A. Condensing the program -
(Eighteen hours is the recommended minimum time due to the amount of content contained.)

- by eliminating student questioning and activity time

- by eliminating content to match local needs

B. Expanding the program -

- by adding content material from teacher's resources

- by expanding activities for participants

- by adding activities for participants

C. Incorporating curriculum material into existing programs -

- as a unit of instruction

- as a special course of study (semester) within a program

- as a once-a-week/twice-a-week content/activity within a program

- as the content portion to a school store/lab learning experience

- by dividing curriculum material to match and facilitate a program's units of instruction

- by dividing curriculum material according to the various program areas of a department

D. Offering the program -

- as a secondary program

- as a postsecondary program

- as an adult program

- as an improvement program for existing small businesses

Student Reaction

The student reactions to the program can be divided into two categories.

First, they did not realize the amount of work which would be needed in starting a new business. The students that completed the assignments felt they developed a good understanding of a process and expressed a greater sensitivity for the small businesses and the American economic system. They appreciated the work involved during the interview in the last unit with the loan officer and realized that they could have done a lot more to complete a thorough plan.

Second, the students expressed a high degree of appreciation for the resource people who presented the content. They felt that the variety of speakers, the interaction with them and the time that the speakers were willing to spend, was the best feature of their education process they had experienced.

NOTE: If delivering the program outside of a campus school environment, the following publication in Section II outlines a five step process for implementing a program.

Davis, Ed & M.A. Zelinko
1982 Entrepreneurship in Voc Ed: A Guide For Program Planning Columbus, Ohio: National Center for Research in Vocational Education. $6.50

MISSION
OF
MARKETING AND DISTRIBUTIVE EDUCATION

THE MISSION OF MARKETING AND DISTRIBUTIVE EDUCATION IS TO DEVELOP COMPETENT WORKERS IN AND FOR THE MAJOR OCCUPATIONAL AREAS WITHIN MARKETING AND DISTRIBUTION, ASSIST IN THE IMPROVEMENT OF MARKETING TECHNIQUES, AND BUILD UNDERSTANDINGS OF THE WIDE RANGE OF SOCIAL AND ECONOMIC RESPONSIBILITIES WHICH ACCOMPANY THE RIGHT TO ENGAGE IN MARKETING IN A FREE ENTERPRISE SYSTEM.

Essential to the implementation of the mission of marketing and distributive education are the following six fundamental premises that pertain to marketing and distributive education instruction, programs, and personnel.

1. The discipline of marketing is the content base for all instruction.
2. Instruction will be offered to all personnel and in whatever settings necessary to meet community needs.
3. Programs will deliver a wide range of instruction covering functional skills, career competency development, operational management, and entrepreneurial development.
4. Instruction will stress application to and direct involvement with marketing businesses and be carried out by a variety of methods.
5. Professional personnel in the field of marketing and distributive education will have training in marketing, in marketing education, and possess business experience in marketing.
6. Where offered, marketing and distributive education will be considered an integral part of the institution's educational program, with direction and counsel coming largely from a business community advisory group.

(Adopted May, 1980 - National MDE Conference, Vail, Colorado)

"STEPS TO STARTING A SMALL BUSINESS"

TOPICAL OUTLINE

Unit 1 Notes

INTRODUCTION TO SMALL BUSINESS

- Introduction
- Small Business Defined
- Being Your Own Boss
- Small Business Opportunities In The Community

Unit II

OPPORTUNITIES IN SMALL BUSINESS

- Opportunities For Small Independent Businesses In Three Major Areas
- Marketing Your Idea
- Know Your Business

Unit III

CAPITAL

- Raising The Money
- Capital--What Is It?
- Model Small Business Interview

Unit IV

LEGAL AND TAX ASPECTS OF SMALL BUSINESS

- Legal Forms of Business
- Coping With Taxes

Unit V

BUSINESS INSURANCE: INFORMATION

- Insurance
- Sources of Information
- Chamber of Commerce

Unit VI

Notes

MARKETING - MARKETING RESEARCH

Personal Financial Statement
Marketing and Marketing Management
Marketing Research - An Idea For
A Small Business

Unit VII

SELECTING A LOCATION & PLANNING THE
PHYSICAL LAYOUT OF A SMALL BUSINESS

Market Information
Selecting A Location For Your Business
Planning The Physical Layout of Your
Business

Unit VIII

MERCHANDISE CYCLE

Merchandise Inventory
Merchandise Cycle

Unit IX

CAPITAL OUTLAY AND ESTIMATING CASH FLOW

Capital Outlay
Cash Flow Statement

Unit X

DEVELOPING CASH FLOW STATEMENT

Developing A Cash Flow Statement
Review of Small Business Marketing
Ideas

Unit XI

PROFESSIONALS WORKING WITH SMALL BUSINESS

Panel Discussion
Panel Assist with Cash Flow Statements
Tips on How to Request a Loan
Investor/Bankers - What They Look
for in Applicants

Unit XII

Notes

BUSINESS RECORDS

Running Your Own Business
Essential Business Records
Developing and Using Business Records
Information & Data Gathering

Unit XIII

PERSONNEL MANAGEMENT

Personnel Management
Review of Business Plan

Unit XIV

VISIT WITH A LOAN OFFICER

A Visit With the Loan Officer
Program Evaluation
Thank You

Addendum:

Teacher Preparation

TEACHER PREPARATION

(✓) When Completed

1) Prior to First Class

- Study teaching outline ____
- Identify resource speakers ____
- Duplicate and distribute outline to be selected resource speakers ____
- Promote class ____
- Accept student applications ____
- Select participants ____
- Identify a Pre/Post Test recognized by sponsoring agency ____
- Order publications ____
- Duplication of Student Notebook ____
- Collate publication with Student Notebooks ____

2) For each unit, have available -

- Screen, overhead projector, blank transparencies, waterbase transparency markers, chalkboard and chalk. Dependent upon room layout, extension cords may be needed. ____
- Locate students to facilitate interaction between resource speakers and participants. Each student is to have a name card tent. ____

3) Create the following transparencies using the originals in the Student's Notebook

Unit III
- "Interest Inventory" ____
- "Business Owner/Manager Interview Form" ____

Unit IV
- "Sole Proprietorship" ____
- "General Partnership" ____
- "Limited Partnership" ____
- "Corporation" ____
- "Tax Option Corporation" ____

		(✓) When Completed
Unit VII	"Factors To Consider In Selecting The Community"	____
	"Factors To Consider In Selecting A Store Location"	____
	"Should Property Be Rented, Leased or Purchased?"	____
	"Sources of Merchandise Cycle Information"	____
Unit VIII	"Factors Affecting Merchandise Cycle Planning"	____
Unit IX	"Capital Outlay"	____

4) Schedule an individual for each of the following topics. A suggested source(s) is provided for each topic. Provide each speaker with a copy of the outline they are addressing.

Unit	Topic	Source	Speaker	Phone
I	What is a Small Business and the Opportunity in Our Community	Executive Director Chamber of Commerce, Bank President, President of Retail Merchants Association	_____	_____
II	Opportunities for Small Independent Businesses In Three Major Areas	Wisconsin Department of Small Business Development	_____	_____
III	Capital--What is it?	Banker, Community Development Project, SBA, Venture Capital Group	_____	_____
	Small Business/Owner Interview	A "Model" small business owner/manager	_____	_____

Unit	Topic	Source	Speaker	Phone
IV	The Legal Forms of Business	Attorney	_____	_____
	The Various Taxes for which your business is Accountable	CPA, Accountant	_____	_____
V	Types of Insurance Available for a Small Business Owner	Commercial Insurance Agent	_____	_____
	The Chamber of Commerce	Executive Director or President of local Chamber of Commerce	_____	_____
VI	Marketing Research	Advertising Agency, marketing staff at community college/ university, marketing research firm, or marketing staff from a local corporation	_____	_____
VII	Factors to Consider When Selecting A Location	A small business owner/manager whose successful business ideas depends upon location	_____	_____
	Planning the Physical Layout	Commercial interior designer, fixture/ equipment representative, or a small business owner/manager who demonstrates competence in good layout design.	_____	_____

Unit	Topic	Source	Speaker	Phone
VIII	Understanding the Merchandise Cycle	A small owner/ manager who demonstrates competencies in merchandising a variety of seasonal inventories	_____	_____
IX	Capital Outlay	Equipment dealer, accountant	_____	_____
	The Cash Flow Statement	CPA, accountant	_____	_____
X	Business people review Marketing Ideas	Invite business people who match student's business interests. Ideally, a business person to each class member.	_____	_____
XI	Panel Discussion	Invite all listed - attorney, CPA, SBA representative, loan officer, owner/manager of a small business.	_____	_____
	What Loan Officers Look for in an Applicant	Financial institution loan officer specializing in small business commercial loans	_____	_____
	Requesting a loan	Same as above	_____	_____
XII	Business Records For A Small Business	Office supply representative, accountant, CPA	_____	_____

Unit	Topic	Source	Speaker	Phone
XIII	Personnel Management	Personnel manager	_____	____
XIV	Visit with the loan officer	Invite enough financial institution loan officers so each class member will experience an interview with a loan officer.	_____	____

5) Obtain film series from: National Audio Visual Center
Washington, D.C. 20409
(Available November, 1982)

Have proper equipment to show the following films.

Film Series - "More Than A Dream"

Unit I - Part I - "Being Your Own Boss"

Unit III - Part II - "Raising The Money"

Unit XII - Part III - "Running Your Own Business"

6) Have on hand extra copies of the following forms:

Unit II - Product/Services Offered By The Business

Unit III - Business Owner/Manager Interview Form

Unit VIII - Merchandise Inventory

Unit VIII - Merchandise Cycle

Unit IX - Capital Outlay

Unit X - Cash Flow Statement

Unit XIII - Personnel Needs

7) If a Pre/Post Test is to be used, duplicate two copies of instrument for each class member.

8) Locate/Purchase the following resource material:

	(✓) when located for Instructors Reference
Broom, H.N. and Justin G. Longenecker 1979 Small Business Management. Cincinnati, OH: South-Western Publishing Co. (5th Ed.) $12.95	_____
Kuriloff, Arthur H. and John M. Hemphill 1978 How To Start Your Own Business... and Succeed. St. Louis: McGraw-Hill $42.00 ($16.95 - Paperback)	_____
Illinois State Board of Education 1976 Owning and Operating A Small Business: Strategies for Teaching Small Business Ownership and Management. Springfield, IL: Illinois State Board of Education & Department of Vocational and Technical Education at University of Illinois at Urbana-Champaign. $3.50	_____
Chamber of Commerce of United States of 1978 America. Pre and Post Testing. 1615 H Street, N.W., Washington, D.C. (Only one is needed for the instructor) $4.95	_____

9) Order the following publications - one for each participant.

		(✓) when ordered	(✓) when received
County "Economic Profile"	Department of Economic Development 123 West Washington Ave. Madison, WI 53702 No Charge	____	____
Small Business Reporter Publication Index (Unit I - No Charge) Personal Financial Statement (Unit V - $5 per 100)	Bank of America Marketing Publications P.O. Box 37128 San Francisco, CA 94137	____	____

		(✓) when ordered	(✓) when received
Cost of Doing Business Partnerships and Propietorships	Dun & Bradstreet Business Economics Division 99 Church St. New York, NY 10007 (No Charge)	____	____
Cost of Doing Business Corporations		____	____
Key Business Ratios (Unit X)		____	____
How To Read A Financial Report (Unit X)	Merrill Lynch, Pierce, Fenner & Smith, Inc. One Liberty Plaza 165 Broadway New York, NY 10006 (No Charge for first 25)	____	____
SBA Publications	Order from the nearest SBA District Office to your location. To find the address and phone number of the SBA office nearest you, look in the telephone book under "U.S. Government."	____	____

		Unit	(✓) when ordered	(✓) when received
MA 1.001	The ABC's of Borrowing	XI	____	____
MA 1.006	Cash Flow in a Small Plant	IX	____	____
MA 1.009	A Venture Capital Primer for Small Business	III	____	____
MA 1.011	Analyze Your Records to Reduce Cost	XII	____	____
MA 1.017	Keeping Records in Small Business	XII	____	____
MA 2.002	Locating or Relocating Your Business	VII	____	____
MA 2.014	Can You Lease or Buy Equipment	VII	____	____

		Unit	(✓) when ordered	(✓) when received
MA 2.018	Insurance Checklist for	V	____	____
MA 2.021	Using a Traffic Study to Select a Retail Site	VII	____	____
MA 2.024	Stove Location: "Little Things" Mean a Lot.	VII	____	____
MA 3.001	Delegating Work and Responsibility	XII	____	____
MA 4.008	Tips on Getting More for Your Marketing Dollar	VI	____	____
MA 4.012	Marketing Checklist for Small Retailers	VI	____	____
MA 4.019	Learning About Your Market	VI	____	____
MA 5.001	Checklist for Developing A Training Program	XIII	____	____
MA 5.007	Staffing Your Store	XIII	____	____
MA 6.004	Selecting the Legal Structure for Your Firms	IV	____	____
SMA 118	Legal Services for Small Retail and Service Firms	IV	____	____
SMA 154	Using Census Data to Select a Store Site	VII	____	____
SMA 157	Efficient Lighting for Small Stores	VII	____	____
SMA 161	Signs and Your Business	VII	____	____
SBB 9	Marketing Research Procedures	VI	____	____
SBB 37	Buying for Retail Stores	X	____	____
SBB 72	Personnel Management	XIII	____	____
SBB 79	Small Store Planning and Design	VII	____	____
SBB 89	Marketing for Small Business	II	____	____
OPI-8	SBA Business Loans	XI	____	____
	SBA, What It Does	XI	____	____

		Unit	(✓) when ordered	(✓) when received
115 A	SBA, Free Publication Order Form I	I	____	____
115 B	SBA, For Sale Publication Order Form I	I	____	____
	Management Assistance	XIV	____	____

Unit I
Teacher Guide

UNIT I. INTRODUCTION TO SMALL BUSINESS

Objectives: The Student Will:

Define small business and small business ownership.
Compare personal characteristics and experiences to their business idea.
Define a small business using qualitative and quantitative standards.
Identify his/her business idea.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:35	A. INTRODUCTION		
	1. Course purpose	Hand out the Student Notebooks and ask class members to print their names on their name tent cards.	
		Ask class member to complete "Participant Information Form" in Unit 1 - Student Notebook.	
		Introduce self and give a brief resume of background.	
		Ask class members to look at their completed "Participant Information Form." Use these forms to introduce each member.	
		Have class members talk about their business idea and help identify experiences that they feel will help them in their planning.	
		Emphasize that class members must select a business idea for the purpose of class assignments to obtain the maximum benefit from the course. Indicate that two or three class members may work together on a business idea.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	2. Pre-test	Note: This is an optional activity. A measure of the class members understanding of business and economics may be made at this time. Several formats for a pre/post test on business and economic understanding are given in the following publication: Pre and Post Testing Chamber of Commerce of the United States of America 1615 H Street, N.W. Washington, D.C. 22062 (202) 659-6152 Ask class members to complete pre-test.	
I-2	3. Course overview	Use the topical outline as a guide and ask students to follow the outline before Unit I - Student Notebook.	
	4. Course structure	Refer class members to Glossary of Terms.	
	a. Team of teachers for the course with selected resource people	Note: This is an optional method--the use of two instructors and selected resource people.	
	b. Notebooks--resource materials	Use the "Business Plan" checklist in Unit XV - Student Notebook to show the forms that are to be filed in Business Plan Section.	
	c. Out-of-class assignments	Explain that tasks completed outside of the class will make it possible to cover the content more thoroughly in class using the information from the outside assignments.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
		Emphasize that forms having to do with their personal financial status, personal inventory etc. are part of the business plan that will be completed in this course and do not have to be shared with the teacher or class members.	
:30	B. SMALL BUSINESS DEFINED	Ask class members to define small business. Write class members' criteria on the blackboard. State that for SBA loan purposes, the Small Business Act of 1958 defined small business as (1) independently owned and operated and (2) small relative to the industry; i.e., manufacturing concerns with less than 250 employees, retail concerns with annual receipts of less than $2 million. Discuss the differences between the class members' definitions and the SBA definition. Teacher Resources: The instructor may use the following resources to prepare a lecture/discussion on the Nature of a Small Business. Owning and Operating a Small Business. State Board of Education, Illinois Office of Education, pages 7-11. How to Start Your Own Business...and Succeed, McGraw-Hill. Small Business Management, South-Western, pages 2-18.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	1. Quantitative Criteria a. Number of employees b. Dollar volume 2. Qualitative Criteria a. Independent owner/ managers b. Capital supplied by owner c. Operates mainly in local area d. Small size within an industry	Stress how one defines small business ownership, size and purpose of the business. Use "Advantages/Disadvantages of Being An Entrepreneur," Form in Unit I - Student Notebook. (Independence, risk of capital, a way of life, uncertain income, profit expectation, temperament, supplement income.)	
	3. Advantages/Disadvantages	Construct a list of Advantages and Disadvantages of being an Entrepreneur.	
:45	C. FILM SERIES-"More Than A Dream" Part I-"Being Your Own Boss" (30 min.)	Discussion of film. Ask class members if there is application to their business idea.	
:60	D. SMALL BUSINESS OPPORTUNITIES IN THE COMMUNITY	Resource Speaker: Secure a resource speaker to talk on "What is a Small Business and the Opportunity in Our Community." (Executive Director - Chamber of Commerce, Bank President, President of Retail Merchants Association)	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
:10	E. SUMMARY	Review and Emphasize the major areas in Unit I outline.	
	F. ASSIGNMENTS 1. Complete "Participant Information Form" 2. Complete "Interest Inventory" 3. Complete "The Nature of Small Business"	Note: The instructor may wish to assign this worksheet as an optional activity.	

Unit II
Teacher Guide

UNIT II. OPPORTUNITIES FOR SMALL BUSINESS

Objectives: The Student Will:

Examine the three major areas for starting a business.
Identify the uncontrollable and controllable factors in the marketing process.
Examine their reasons for opening a small independent business.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:10	A. REVIEW	Review outline of last unit topics. Ask class members if they have any questions.	
:60	B. OPPORTUNITIES FOR SMALL INDEPENDENT BUSINESSES IN THREE MAJOR AREAS	Resource Speaker: Secure a resource speaker to talk on this topic. (Speaker may be from the Wisconsin Department of Small Business Development.) Teacher Resources: The instructor may wish to read this resource prior to this unit. Small Business Management, South-Western, pages 19-30.	
	1. Manufacture of products		
	a. Products made for other manufactors	Ask class members to identify a local business that is a manufacturer.	
	b. Local consumer markets	Give examples: Processors of dairy products, bakery shops, printing shops.	

II-1

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	2. Distribution of products (Manufactured or not)		
	a. Retailers	Ask class members to identify a local business that is a retailer.	
	b. Wholesalers	Ask class members to identify a local business that is a wholesaler.	
	3. Supply a service		
	a. Professional service	Ask class members to give examples of professional service and service trades in the local community.	
	b. Service trades	Ask class members to identify the area that their small business idea falls under.	
		Assign class members to read the case problem entitled, "The Son-in-Law." Divide class members into small groups to discuss the case problem and answer the questions. Allow 15 minutes for small group discussion and 15 minutes for total group discussion.	
		Teacher Resource: Owning and Operating A Small Business, pages 12-14.	
:60	C. MARKETING YOUR IDEA		
	1. The Marketing Process	Teacher Resource: the instructor may wish to read the following resource to prepare the lecture/discussion.	
	a. Uncontrollable Factors	How to Start Your Own Business and Succeed, McGraw-Hill, pages 24-28	

TIME	CONTENT	TEACHING TIPS	NOTES
MIN		Example: economic factors, changing technology, climatic conditions, consumers, etc.	
	b. Controllable Factors The four P's of marketing	Teacher Resource: the instructor may wish to read the following resources to prepare for the lecture/discussion on the four P's of marketing. How to Start Your Own Business and Succeed, McGraw-Hill pages 77-96 Small Business Management, South-Western, pages 246-263.	
	1. Product	Discuss tangible and intangible products. Refer students to glossary for definition of product and tangible. Ask class members to classify their product(s).	
	2. Price	List, on the overhead or chalkboard, factors that must be considered in establishing price (cost, profit, competition, legal regulations, channels, or distribution service, consumer ability to purchase.)	
	3. Place (Distribution)	Emphasize the importance of selecting a channel of distribution that makes the product available when and where the customer needs it.	
	4. Promotion	Discuss promotion techniques to get the right product to the right market at the right price. Have class members fill out "The Right Business for You."	

II-3

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
		Ask class members to share this information with the class. Remind class members to file "The Right Business for You" Form in the Business Plan Section.	
:40	D. KNOW YOUR BUSINESS	Discuss the case study "The Son-In-Law." Use the questions at the end of the case to relate the case to their business idea. Teacher Resource: The instructor may prepare for the class lecture/discussion by reading the following: Owning and Operating a Small Business, pages 17-18. Activity: Have class members develop a list of the products or services their particular business will offer. Have class members fill out the "Products/ Services Offered by the Business" Form in Unit II - Student Notebook. The student should explain why each product or service is necessary to the success of the business. Have the class members answer questions as: What do you buy? What do you sell? Which of your products or services yields the greatest profits? What products do your customers ask for that you don't have in stock?	
:10	E. SUMMARY	Review and Emphasize the major areas in Unit II Outline.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN	F. ASSIGNMENTS 1. Complete a working copy of the "Personal Data Sheet." 2. Continue working on "Products/Services Offered by the Business" Form. 3. Review "Business Owner/ Manager Interview" Form Unit 3 - Student Notebook. 4. Bring two questions for the Model Small Business Interview in next unit.	Emphasize that a lending institution will review closely the "Personal Data Sheet."	

Unit III
Teacher Guide

UNIT III. CAPITAL

Objectives: The Student Will:

Become familiar with the types of capital.

Identify potential sources of capital.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:10	A. REVIEW	Review outline of last unit topics. Ask class members if they have any questions. Discuss with class members the assignment on products and services their business will offer. Emphasize it is not the product which is sold, but what the product will do for the customer--its benefits!	
:45	B. FILM SERIES-"More Than A Dream" Part II-"Raising The Money" (30 min.)	Discussion of film. Ask class members if there is application to their business idea.	
:55	C. CAPITAL - WHAT IS IT?	Resource Speaker: Secure a resource speaker to talk on the topic of capital information. (Banker, Community Development Project, SBA, Venture Capital Group)	
	1. Definition	Refer class members to glossary for definition of capital.	

I-III

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	2. Types		
	a. Initial capital used for:	Write "Initial Capital" on overhead or chalkboard.	
	1. Exploring feasibility of business	Use a transparency of "Interest Inventory" to illustrate the importance of determining the feasibility of their business idea.	
	2. Costs before business is in operation		
	3. Initial inventory	Ask class members for examples and write on overhead or chalkboard.	
	4. Other		
	b. Fixed capital used for:	Write "Fixed Capital" on overhead or chalkboard.	
	1. Buying tools		
	2. Buying land, buildings		
	3. Replacing facilities		
	4. Other	Ask class members for examples and write on overhead or chalkboard.	
	c. Working capital used for:	Write "Working Capital" on overhead or chalkboard.	
	1. Wages		
	2. Utilities		
	3. Promotion		
	4. Inventory		
	5. Accounts Receivable		
	6. Other	Ask class members for other examples and write on overhead or chalkboard.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	3. Sources of Capital	Refer class members to the list of "Sources of Capital," Unit III - Student Notebook. Have class members make notes on the paper as the speaker progresses. State that the list will be referred to often during the course.	
:60	D. MODEL SMALL BUSINESS OWNER/ MANAGER	Resource Speaker: Secure a "Model" small business owner/manager to share experiences of starting/owning/managing a small business. The instructor should interview the successful small business owner/manager using the list of questions on the "Business Owner/Manager Interview Form" as a basis for discussion. Ask class members to refer the questions they developed in Unit II to encourage questions.	
:10	E. SUMMARY	Review and Emphasize the major areas in Unit III outline.	
:60	F. WRAP-UP	Divide the class into small groups to finish activities which have not been completed. Work individually/small groups addressing questions and problems.	
	G. ASSIGNMENTS		
	1. Type a clean copy of your "Personal Data Sheet."	Re-emphasize that the "Personal Data Sheet" is an important part of a small business plan when seeking financial funding. Note: There are many good references in the library on creating a personal data sheet.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN	2. Complete "List of Concerns and Similar Small Businesses." 3. Complete one interview of a business owner/managers.	State that the exercise will help identify businesses the class members will interview in the next assignment. Use a transparency the "Business Owner/ Manager Interview Form."	

Unit IV
Teacher Guide

UNIT IV. LEGAL AND TAX ASPECTS OF SMALL BUSINESS

Objectives: The Student Will:

Compare the advantages and disadvantages of each legal form or organization.
Comprehend the relationship between taxes and the form of organization.
Select a legal form of organization based on needs and objectives.
Be aware of federal, state, and local regulations and taxes.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:15	A. REVIEW	Review outline of last unit topics. Ask class members if they have any questions. Ask students to check off ones completed. Use a transparency of the "Business Plan" checklist. (In Unit XV - Student Notebook)	
:45	B. LEGAL FORMS OF BUSINESS	Resource Speaker: Secure a resource speaker to talk about "The Legal Forms of Business" (Attorney). Note: Be sure when speaker is first contacted he/she understands that the material must be presented in simple terms if students are to understand it. Do not go into too much depth. Be generous with explanations and examples.	

IV-1

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN		State that an attorney for the legal aspects and an accountant for the tax angle can provide class members the foundation for preliminary selection of the most beneficial organizational form for their business idea. Have class members take notes on the worksheets "Sole Proprietorship, General Partnership, Limited Partnership, Corporation, and Tax Option Corporation-Subchapter S" as the speaker presents the information.	
	1. Sole Proprietorship	Refer class members to glossary for definitions of Sole Proprietorship.	
	a. Forms - no formal documents		
	b. Taxes - file individual income tax return		
	c. Advantages and disadvantages	Use a transparency of "Sole Proprietorship." (Unit IV - Student Notebook) Remind class members that a copy of the advantages and disadvantages is in their notebook - Unit IV.	
	2. General Partnership	Refer class members to glossary for definition of General Partnership.	
	a. Forms - Articles of Co-Partnership		
	b. Taxes - file individual income tax return, including a partnership profit and loss statement		

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN	c. Advantages and disadvantages	Use a transparency of "General Partnership." (Unit IV - Student Notebook)	
	3. Limited Partnership	Refer class members to glossary for definition of Limited Partnership.	
	a. Forms - file limited partnership agreement with state and register of deeds.		
	b. Taxes - file individual income tax return including a partnership profit and loss statement.		
	c. Advantages and disadvantages	Use a transparency of "Limited Partnership." (Unit IV - Student Notebook)	
	4. Corporation	Refer class members to glossary for definition of Corporation.	
	a. Forms - file and record "articles of incorporation" with the Secretary of State in each state and county where the corporation will do business.		
	Obtain a permit from the State Commerce Commission to sell stock or raise capital.		
	b. Taxes - file individual income tax return including a partnership profit and loss statement.		

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	c. Advantages and disadvantages	Use a transparency of "Corporation." (Unit IV - Student Notebook)	
	5. "Tax Option" Corporation (Subchapter "S")	Refer class members to glossary for definition of "Tax Option" Subchapter S Corporation.	
	a. Forms - file "articles of incorporation" with the Secretary of State in each state and county where the corporation will do business.		
	b. Taxes - file individual income tax return.		
	c. Advantages and disadvantages	Use a transparency of "Tax Option-Corporation." (Unit IV - Student Notebook)	
:45	6. Liability Characteristics of the Legal Forms of Business	Refer class members to the individual worksheet for the various forms of organization as the Liability characteristics are presented.	
		Direct class members to fill out "Legal Forms of Business" and file in Student Business Plan Section. (30 minutes)	
		Have resource speaker work individually/ small groups addressing questions and problems.	
		Note: It may be desirable to have a second attorney in the classroom to provide additional questioning time for the class.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
		Ask class members to share their selection with class.	
:60	C. COPING WITH TAXES	Resource Speaker: Secure a resource speaker to talk about "The Various Taxes for Which Your Business is Accountable." (CPA, accountant)	
	1. Federal		
	a. Withholding tax identification number	Tell class members this is required if they employ other persons.	
	b. Income tax	Remind class members that forms required are based on the legal organization of the business.	
		Refer to the address information sheet (Unit IV--Student Notebook) where the forms and help may be obtained. "Suggested Sources of Regulatory Information."	
	2. State		
	a. Withholding tax identification number		
	b. Seller's permit (sales tax number)		
	c. Unemployment compensation number		
	d. Income tax	Provide local addresses where the forms listed may be obtained.	
	e. Special retail/service operation permits	Provide local addresses for detailed information and application forms.	
	1. Hotels and restaurants		

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	2. Plumbing and fire protection 3. Recreation and environmental services 4. Bureau of health facilities and service		
	3. City	Advise class members to acquire the specific information from their city/town clerks.	
:15	D. SUMMARY	Review and Emphasize the major areas in Unit IV outline.	
:60	E. STUDENT WORK TIME/WRAP-UP	Ask class members if they have any questions. Divide the class into small groups to finish activities which have not been completed. Work individually/small groups addressing questions and problems.	
	F. ASSIGNMENTS 1. Complete "Legal Forms of Business Organization."		
	2. Complete second interview of a similar business using a copy of the "Business Owner/Manager Interview Form."	Remind class members they have already identified a business in the "List Of Concerns and Similar Small Businesses" form.	

Unit V
Teacher Guide

UNIT V. BUSINESS INSURANCE & INFORMATION

Objectives: The Student will:

Determine the types of insurance needed.

Be aware of the sources for information for small business.

State the role of the Chamber of Commerce to help small business.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:15	A. REVIEW	Review outline of last unit topic. Ask class members if they have any questions.	
:60	B. INSURANCE	Resource Speaker: Secure a Resource Speaker to talk about "Types of Insurance Available for a Small Business Owner." (Commercial Insurance Agent) Teacher Resource: The instructor may wish to read the following prior to this unit: Owning and Operating a Small Business, page 122. Note for this unit: Refer class members to "Suggested Sources of Regulatory Information" Form in Unit IV--Student Notebook for addresses.	
	1. Workmans Compensation	State that this insurance is needed as soon as the first employee is hired.	
	2. Sales tax bond	State that the bond is necessary to obtain the seller's permit mentioned under state taxes.	

V-1

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN	3. Fire or property insurance a. Building insured against fire & lightening, burglary, theft & robbery. b. Owner/Manager also insures inventory, equipment and accounts receivable. 4. Liability covers damage suits. 5. Automobile insurance on all company-owned cars or trucks & drivers. 6. Bonds a. Fidelity bond protects employers from dishonest employees. b. Security bond insures a building contractor's performance on a building contract. 7. Other types of insurance to be considered: a. Business interruption b. Coverage against loss of key personnel c. Health & medical	Note: if renting space, check with landlord about coverage. State that liability insurance should be carried on employees who use their cars for company business. Ask class members who are working if they are covered by a fidelity bond. Remind class members that a suggested list of sources of regulatory information is included in their Student Notebook--Unit IV.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN	d. Life insurance	Stress that class members should talk with several agents, and compare coverage, cost, and convenience. It is to the advantage of a new business to "shop-around." Use yellow pages of local phone directory as a source of insurance companies.	
:45	C. STUDENT WORK TIME	Ask class members to complete worksheet, "My Insurance Needs--Student Business Idea Worksheet." Have resource speaker work individually/ small groups addressing questions and problems.	
:60	D. SOURCES OF INFORMATION FOR DETERMINING THE MARKET FOR YOUR BUSINESS IDEA	Have class brainstorm for about 5 minutes to come up with all the sources of information they can think of. List the sources on a overhead or chalkboard.	
	1. Library 2. SBA 3. SCORE/ACE Chapter 4. Chamber of Commerce 5. Attorney 6. Accountant 7. Insurance Agent 8. Banker 9. State Employment Commission	Refer class members to Sources of Information" form listing the 11 sources given here. Have class members suggest what kinds of information might be gathered from each source. Teacher fills in where needed.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	10. Trade Associations	Note: See yellow pages of local phone directory. A national listing of associations "Encyclopedia of Associations" may be available at the local library.	
	11. Other small business owners	Ask class members to add the additional sources of information to the bottom of the "Source of Information" Form not listed which were generated in the brainstorming activity.	
:45	E. CHAMBER OF COMMERCE 1. Role in community	Resource Speaker: Have a person from the local Chamber of Commerce (Executive Director or President) discuss the role of the Chamber of Commerce as a source for assisting small business owners in getting started.	
	2. Community Profile	Stress that the community is a dynamic environment. Handout copies (one for each class member) of the county "Economic Profile." Available by County from: Department of Economic Development 123 West Washington Avenue Madison, Wisconsin 53702 Note: A state profile is also available.	
	3. Give and Take	Discuss the process of a business supporting a community and that the community then in turn supports that business. Stress that a small business must give back to the community by getting involved if they are taking from the community.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN :15	F. SUMMARY	Review and Emphasize the major areas in Unit V outline.	
	G. ASSIGNMENTS		
	1. Complete "Source of Information--Student Business Idea Worksheet."	Stress that class members should try to identify information available from the various sources which would benefit the development of their business plan.	
	2. Complete "Personal Financial Statement."	Hand out to class members "How to Prepare a Personal Financial Statement." Unit VI--Student Notebook. Have students complete as much as possible and review form. "How to Prepare a Personal Financial Statement" is available from: Bank of America Box 37128 San Francisco, California 94137 Stress this is one of the most important forms for a loan.	
	3. Complete "Market Information Interview Form."		

Unit VI
Teacher Guide

UNIT VI. MARKETING - MARKETING RESEARCH

Objectives: The Student Will:

Recall major marketing concepts.

Explain purposes and benefits of marketing research.

Accept the need for an orderly, systematic approach to marketing research.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:15	A. REVIEW	Review outline of last unit topics. Ask class members if they have any questions.	
:45	B. PERSONAL FINANCIAL STATEMENT 1. Definitions	Review terms on last page of "How to Prepare a Personal Financial Statement."	
	2. Usage	Ask class members if they have any questions. Stress that the "Personal Financial Statement" is an important factor in securing a loan. Ask class members to complete their "How to Prepare a Personal Financial Statement." Instruct class members to type a clean copy of their "Personal Financial Statement." Type only the item (not the descriptor) and amount on a single sheet of paper.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
:45	C. MARKETING AND MARKETING MANAGEMENT		
	1. Define	Refer class members to glossary for definition of marketing terms.	
	a. Market		
	b. Marketing	Write definition on chalkboard or overhead.	
	c. Market Concept		
	d. Market Segment		
	e. Market Demand		
	f. Market Segmentation		
	2. Small Business and the 4-P's	Explain the importance and application of each "P" to a small business.	
	a. Product		
	b. Price	Stress the importance of marketing in small business.	
	c. Place		
	d. Promotion		
:60	D. MARKETING RESEARCH AN IDEA FOR A SMALL BUSINESS	Resource Speaker: Secure a resource person to explain how to perform marketing research. (Advertising agency, marketing staff from community college/university, marketing research firm, marketing research staff from a local corporation)	
		Give examples of business decisions that require marketing research. (Opening a business, determining a target market, selecting a location, etc.)	
		Emphasize that basic market research (with respect to the 4-P's of a small business idea) are very often badly neglected.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	1. Research procedures	Refer class members to "Types of Information Needed to Make Marketing Decisions."	
	a. Define the problems/ market clearly and accurately for your idea.	Ask class members to share questions and concerns from their homework assignements.	
	b. Determine solutions needed.		
	2. Make a preliminary investigation		
	a. Identify sources of information and use published data.	Refer class members to the "Sources of Marketing Research Information" sheet. Ask class members which ones they would use.	
		Stress that there usually is some information published on each industry. Any research done will help narrow their range of uncertainty in defining the 4-P's for their small business.	
	b. Interview persons who have experience with the problem and/or market.	Ask class members to relate specific information they found helpful from business owner/managers they interviewed.	
	3. Planning the research on your idea		
	a. Analyze preliminary data to determine other data needed to identify problem and/or market.	Ask class members to identify any additional data they need to collect.	
	b. Devise a plan to gather the additional data including the population to be sampled.		

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	4. Methods for gathering the information on your small business idea.		
	a. Personal interview b. Telephone c. Mail	Refer to sample consumer survey in Unit IV--Student Notebook. Ask class members to share their ideas of which method they will use in collecting data.	
	5. Interpreting the information on your idea	Divide the class into groups to go over the homework assignment "Marketing Information" form to determine the tentative feasibility of a small business idea. Work individually/small groups addressing questions and problems. Emphasize that intangibles as well as facts must be considered in answering the questions or solving the problem with respect to their business idea.	
	6. Conclusion - Feasibility of starting your own small business	Ask the groups to discuss the difficulty they experienced in coming to a conclusion on the feasibility of going into business when data was insufficient and intangible factors were hard to evaluate, e.g., inflation, changing consumer lifestyles, environmentalism, etc. Stress, time is an important element in planning a small business. Time spent in the research and planning process will pay rewarding dividends when implementing a plan.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN :15	E. SUMMARY	Review and Emphasize the major areas in Unit VI outline.	
	F. ASSIGNMENTS		
	1. Type a clean copy of your "Personal Financial Statement" on a single sheet of paper.	Re-emphasize that the "Personal Financial Statement" is an important part of a small business plan. Ask class members to FILE their typed "Personal Financial Statement" IN THE BUSINESS PLAN SECTION.	
	2. Complete "Market Information Form."	Stress this is only a tentative conclusion about the feasibility of a small business idea. More work will have to be done.	

Unit VII
Teacher Guide

UNIT VII. SELECTING A LOCATION & PLANNING
THE PHYSICAL LAYOUT OF A SMALL BUSINESS

Objectives: The Student Will:

Identify the factors to consider when selecting a business location.

Identify the factors to consider in layout planning of a business.

Be aware that the market plan is made up of many segments.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:15	A. REVIEW	Review outline of last unit topics. Remind class members of the last units presentation of the importance of 4-P's to a small business. Ask class members if they have any questions.	
:45	B. MARKET INFORMATION	Ask class members to share the information they have obtained from their interviews.	
	1. Identify differences in customers	Draw from the class members and write on overhead or chalkboard examples of total market and market segments. Refer class members to glossary for definition of market segments.	
	2. Develop marketing plan aimed at a given segment of the market.	Discuss the criteria for segmenting a market. 1. Segment characteristics must be measurable, 2. Data accessible, and the 3. Segment must be substantial so as to be large enough to be profitable.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
		Ask class members to identify the segment of the market they wish to serve. Refer class members to "Market Information" sheet for information to support the discussion.	
:45	C. SELECTING A LOCATION FOR YOUR BUSINESS	Resource Speaker: Secure a resource speaker to discuss the "Factors to Consider when Selecting a Location." (A small business owner/manager who's successful business idea depends upon location.) Call class members' attention to worksheet covering the following areas that are in their notebook. Indicate that space has been provided on the worksheets for class members to answer the question with reference to their business idea.	
	1. Factors to consider in selecting the community	Use a transparency of "Factors to Consider in Selecting the Community" to discuss general and specific community factors.	
	2. Factors to consider in selecting store location	Use a transparency of "Factors to Consider in Selecting a Store Location With The Community" to discuss store location factors.	
	3. Factors to consider in determining whether to rent, lease or purchase property	Use a transparency of "Should Property Be Rented, Leased or Purchased?" to discuss if property should be rented, leased or purchased.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN :60	D. PLANNING THE PHYSICAL LAYOUT OF YOUR BUSINESS 1. Layout planning provides for: a. Customer satisfaction b. Maximized sales c. Economy of operation	Resource Speaker: Secure a resource speaker to talk on the topic "Planning the Physical Layout." (Commercial Interior Designer, Fixture/Equipment Representative. Small Business Owner/ Manager who demonstrates competence in good layout design. Ask class members to define layout. Write on overhead or chalkboard.	
	2. Decisions to be made in physical layout: a. Departmentalization of merchandise b. Fixtures to be used c. Allocation of space between/within departments d. Location of departments within the store	Write on overhead or chalkboard. Ask class members to relate to their own business idea.	
	3. Factors to consider in layout planning	Refer class members to list of factors in Unit VII--Student Notebook and discuss. Emphasize how physical factor may affect a small business' success.	
	4. Tools for layout planning	Refer class members to list of tools for layout planning in Unit VII--Student Notebook and discuss.	
	5. Evaluation of layout	Refer class members to sheet on layout planning and evaluation in Unit VII--Student Notebook and discuss.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
:15	E. SUMMARY	Review and Emphasize the major area in Unit VII outline.	
:60	F. WRAP UP	Divide the class into small groups to finish activities which have not been completed. Work individually/small groups addressing questions and problems.	
	G. ASSIGNMENT		
	1. Review "Merchandise Inventory"	Discuss forms used to complete assignment. Read the directions for the exercise with the class members. Refer student to the form in their notebook (Unit VIII).	
	2. Review "Merchandise Cycle"	Use a transparency of "Sources of Merchandise Cycle Information."	
	3. Complete Business Layout Model	Have class members draw a layout for the business they are interested in opening using the graph sheet provided.	

Unit VIII
Teacher Guide

UNIT VIII. MERCHANDISE CYCLE

Objectives: The Student Will:

Identify sources of merchandise cycle information.

Identify the factors affecting merchandise cycle planning.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:15	A. REVIEW	Review outline of last unit topics. Ask class members if they have any questions. Have class members report on the progress of researching their business idea.	
:30	B. MERCHANDISE INVENTORY	Ask class members to report on the home-work assignment "Merchandise Inventory." Refer class members to a glossary for definitions of inventory. Answer any questions or problems in regard to completing the form. Note: Multiple copies of the "Merchandise Inventory" may have to be distributed to class members.	
:120	C. MERCHANDISE CYCLE	Resource Speaker: Secure a resource speaker to discuss "Understanding the Merchandise Cycle." (A small business owner/manager that merchandises a variety of seasonal inventories)	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN		Relate discussion to the homework assignment "Merchandise Inventory," "Merchandise Cycle."	
	1. Types of merchandise		
	a. Staple merchandise		
	1. Sells without seasonal influence		
	2. Sells with seasonal influence	Ask class members to identify various examples of staple merchandise.	
	b. Current fashion/fad merchandise		
	1. Sells without seasonal influence		
	2. Sells with seasonal influence	Ask class members to identify various examples of fashion/fad merchandise.	
		Ask class members to classify their merchandise as to type.	
	2. Sources of merchandise cycle information	Ask class members which sources they used. Refer to the list in the Student Notebook or use the transparency.	
	a. Merchandise/trade shows		
	b. Industry/trade magazines		
	c. Buying guides		
	d. Past advertising	State that past advertising and past records of an established business can be a good source of information.	
	e. Past records		
	f. Sales tax figures--city, county, state		
	g. Competition		

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN	h. Experts i. Suppliers j. Equipment manufacturers k. others	Ask class members if there are other sources which may be used.	
	3. Factors affecting merchandise cycle planning a. Long run vs. short run planning/goals/policies b. Taxation c. Labor supply d. Personal income (market) e. Social changes f. Economic changes g. Rate of population growth h. State of customer opinions and attitudes i. Development of competition j. Business money supply k. Scheduling of holidays	Use a transparency of "Factors Affecting Merchandise Cycle Planning," Unit VIII - Student Notebook. Ask class members which ones they felt had the greatest impact on their merchandise cycle planning.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN		Divide class into small groups to discuss and complete individual merchandise inventory and cycle forms. Work individually/small groups addressing questions and problems. Ask resource speaker to work with class members individually/small groups. Select one completed merchandise cycle form to use as an example. Have the class member write it on a "Merchandise Cycle" transparency. Discuss the "example" Merchandise Cycle plan.	
	4. Construction of merchandise cycle affects: a. Type of merchandise on hand to be sold b. When merchandise is delivered c. Knowledge of percentage of order cancellation by supplier d. Advertising/high months 1. Paper 2. Radio 3. TV 4. Telephone 5. Direct mail 6. Other	Ask class members to refer to their merchandise cycle form in discussing the areas that may affect their merchandise cycle planning. Draw examples from the class members of high advertising months for their business.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN	e. Advertising/low months 1. Paper 2. Radio 3. TV 4. Telephone 5. Direct Mail 6. Other f. Extra help g. Taxation h. End of season sales i. Vacation schedule j. Inventory policies k. Ability to add different products to even out the seasonal variation in sales	Ask class members to name the low advertising months for their business. Use the following as examples of seasonal sales: Travel agency - 90% of sales in five summer months. Toys - last three months of year - 70% in seven weeks prior to Christmas. Grocery - high in September, November, and December. Low in summer - people on vacations. Resorts during the season - Miami closed April to December. Christmas cards - October, November, and December; Easter cards - March and April.	
:15	D. SUMMARY	Review and Emphasize the major area in Unit VIII outline.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
:30	E. WRAP-UP	Allow time for class members to complete assignments. Provide help and direction as is needed.	
	F. ASSIGNMENT		
	1. Complete "Merchandise Inventory"		
:30	2. Complete a Merchandise Cycle Statement	Go over the directions for completing the Merchandise Cycle Statement until all students understand how to complete it. Use a transparency to provide an example using the class member's merchandise cycle form used earlier in the unit. Note: Class members may find it easier to work the merchandise cycle statement if they would take the three pages (VIII-7, VIII-8, VIII-9) together.	
	3. Review capital outlay exercise	Note: Class members may need additional blank forms.	

Unit IX
Teacher Guide

UNIT IX. CAPITAL OUTLAY AND ESTIMATING CASH FLOW

Objectives: The Student Will:

Determine capital expenditures.

Explain the elements of a cash flow statement.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:15	A. REVIEW	Review outline of last unit topics. Have class members report on the progress of merchandise cycle. Stress that the merchandise cycle should be roughed out/finished before they can complete a cash flow statement. Ask class members if they have questions.	
:45	B. CAPITAL OUTLAY	Resource Speaker: Secure a resource speaker to talk on the topic of "Capital Outlay." (Equipment dealer, accountant) Go over the "Capital Outlay" form and answer class members questions. Move among the class members to make sure they are complete. Select a completed capital outlay sheet and have the class member write it on a "Capital Outlay" transparency. Emphasize that the lending institution will want this information in considering their loan.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN :60	C. CASH FLOW STATEMENT 1. Definitions a. Cash flow b. Cash flow statement c. Fixing expenses d. Variable expenses e. Capital f. Inventory g. Equity h. Debt--long term; short term i. Personnel j. Cash balance k. Payroll tax l. Owner's draw m. Single ruled lines n. Double ruled lines 2. Usage	Resource Speaker: Secure a resource speaker to talk on the topic, "The Cash Flow Statement." (CPA, accountant) Ask class members to define terms if they know them. Instructor enlarges on class members' definitions. Provide examples. Stress that the cash flow statement will be used by the small business owner as a tool to keep track of its cash flow, cash receipts, cash expenditures and balances. It also is used to compare actual results with estimate projections each month to facilitate business activities that need to be taken.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
		Stress that the cash flow statement is an important tool when applying for a loan.	
:45	3. Simulated Cash Flow Problem	Refer to cash flow problem with "Cash Flow" form in Unit IX - Student Handbook. As a class, work through the first month of the problem step by step as a group activity offering explanations when needed. Encourage class discussion. Have class finish the second and third month of the problem on an individual basis, offering help where needed.	
:15	D. SUMMARY	Review and Emphasize the major area in Unit IX Outline.	
	E. ASSIGNMENT 1. Complete month two and three for the sample cash flow problem. 2. Collect data for your small business cash flow statement.		

Unit X
Teacher Guide

UNIT X. DEVELOPING CASH FLOW STATEMENT

Objectives: The Student Will:

State the purpose of a cash flow statement.

Develop a cash flow projection for their business idea.

Identify pertinent questions pertaining to community services available to small business owners.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:30	A. REVIEW	Review outline of last unit topics. Check class members second and third months cash flow problem worksheet. Use as a review of the cash flow statement. Ask class members if they have any questions.	
:30	B. DEVELOPING A CASH FLOW STATEMENT 1. Developing a working cash flow instrument which has built-in flexibility. 2. Used when applying for a loan, and as an indication of the business's financial position.	Assign class members to gather actual/ realistic figures for their estimated cash flow statement. Have cash flow statement started and have all figures gathered so statement can be used when reviewing business plan with panel members in Session XI. Address questions and problems of class members.	

X-1

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
:60	C. REVIEW OF SMALL BUSINESS MARKETING IDEAS	Invite business people who match class members business interests to meet with class members, review business plans and address questions and problems. The ratio should be one business person to one class member (1:1).	
:45	D. QUESTIONS FOR PANEL	Inform class members that in the next unit a panel of business people who work with/ for small businesses will be there to explain their role. Divide class into small groups to prepare questions for the panel members. Have business people summarize their recommendations.	
:15	E. SUMMARY	Review and Emphasize the major areas in Unit X outline.	
	F. ASSIGNMENT 1. Complete gathering data for their cash flow statement. 2. Complete "Cash Flow Statement."	Note: Additional blank cash flow statement may be needed by class members.	

Unit XI
Teacher Guide

UNIT XI: PROFESSIONALS WORKING WITH SMALL BUSINESSES

Objectives: The Student Will:

Evaluate the role of "Professionals" in helping small businesses.

Be aware of how to request a loan.

Explain the five "C's" of credit.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:15	A. REVIEW	Review outline of last unit topics. Ask class members if they have any questions.	
:105	B. PANEL DISCUSSION	Resource Speakers: Invite the following people to serve on a panel: attorney, CPA, SBA representative, loan officer and an owner/manager of a small business. Panel members are to stress their role in helping individuals start a small business. Note: The teacher will have to do preliminary work in helping panel members provide a level of information class members will understand. Ask each panel member to speak about 10-15 minutes on their role in assisting individuals in starting a small business. Suggestions for panel discussion: 1. Arrange panel members at a table facing the class.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN		2. Introduce the panel members and the specialized area they will address. 3. Hold the panel members to a time limit. 4. Call for questions from the class members after the panel members have spoken on their assigned topic. 5. Strive to keep the discussion relevant, and summarize the outcomes of the discussion. Introduce panel members. Ask class members to ask questions prepared in prior unit to help stimulate discussion.	
:45	C. PANEL ASSISTS WITH CASH FLOW STATEMENTS	Have class members work individually on their cash flow statements for their small business project. Ask panel members to work on a one-to-one basis with students or in groups of two or three students per panel member to receive help in developing a realistic cash flow statement.	
:30	D. TIPS ON HOW TO REQUEST A LOAN 1. Be prepared a. Know yourself b. Know your project c. Set your objectives 2. Call ahead for an appointment	Resource Speaker: Secure a resource speaker to talk on the topic "Requesting a Loan." (Financial institution loan officer who specializes in small business commercial loans.)	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	3. Have extra copies of appropriate exhibits 4. Provide list of references (personal, business, education, banking) 5. Remember - you are a salesperson!!		
:30	E. INVESTORS/BANKERS--WHAT THEY LOOK FOR IN APPLICANTS	Resource Speaker: Secure a resource speaker to talk on the topic "What Commercial Loan Officers Look for in an Applicant." (Financial institution loan officer who specializes in small business commercial loans.)	
	1. The five "C's" of credit analysis		
	a. Character of application	State that the "Personal Data Sheet" and the "Interest Inventory" may be used to answer this question.	
	b. Capital and collateral	State that the "Personal Financial Statement" may be used to answer this question.	
	c. Capacity (to repay loan)	State that the "Cash Flow Statement" may be used to answer this question.	
	d. Conditions (applicant's health, market potential)	State that the "Market Information" and other market investigation forms may be used to answer this question.	
	e. Consequences (to both borrower and bank)		
	2. Questions which may be asked by an interviewer	Refer class members to "Questions which May be Asked by an Investor" in Unit XI - Student Notebook for sample questions.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN :15	F. SUMMARY G. ASSIGNMENT Complete any assignments which are not finished.	Review and Emphasize the major areas in Unit XI outline.	

Unit XII
Teacher Guide

UNIT XII. BUSINESS RECORDS

Objectives: The Student Will:

Determine the business records essential for their business.

Examine and select a recordkeeping system to meet the needs of their business.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
	A. REVIEW	Review outline of last unit topics. Ask class members if they have any questions.	
:45	B. FILM SERIES - "More Than A Dream" Part III - "Running Your Own Business" (30 min.)	Discussion of film. Ask class members if there is application to their business idea.	
:45	C. ESSENTIAL SMALL BUSINESS RECORDS	Resource Speaker: Secure a resource speaker to talk on "Business Records for a Small Business." (CPA, accountant, office supply representative)	
	1. Records required by taxing authorities and regulatory agencies a. Income tax records b. Sales tax records c. Payroll tax records	Emphasize that these records are the minimum records required in any business.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN	d. Wage and Hour Law records e. Other required records		
	2. Records to help maintain control of dynamic assets or liabilities a. Cash b. Accounts receivable c. Inventory d. Accounts payable e. Valuable property	List on the overhead or chalkboard. Emphasize that these records are most important and must be very carefully maintained. Explain that these records will help in constructing future flow statements.	
	3. Records to establish systems of "internal control" to help avoid fraud and unnecessary waste a. Double entry bookkeeping b. Subsidiary records c. Current reporting against budgets d. Segregation of personnel responsibilities to avoid overlap of functions of "custody" and "record-keeping responsibility." Reports to and audits for owner and creditors	Ask students to name and write on overhead or chalkboard. Ask what kind of recordkeeping system they plan to establish.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	4. Management reports to fit the style of the manager	Stress that every owner may want different information; therefore, the record system must be structured to provide the information automatically to fit their particular needs.	
	a. Planning reports		
	b. Results of		
	1. Daily reports		
	2. Other short period reports		
	3. Annual reports		
	4. Special unit reports relating to other than dollar data		
:30	D. DEVELOPING AND USING BUSINESS RECORDS		
	1. The evolution of a record-keeping system	Ask class members if they have had any experience with any particular record-keeping system.	
	a. Inside versus outside bookkeeping and accounting services		
	b. Growing your own records sophistication		
	c. Building records that motivate	Discuss ways of building records that motivate.	
	d. Selectively sharing financial information with employees	Caution class members about the dangers in sharing financial information.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	e. Learning through your business associations, competitors, and your advisory board		
:30	E. INFORMATION AND DATA GATHERING	Draw from class members and write on overhead or chalkboard.	
	1. Select and/or design	Ask class members to make a note of data gathering instruments they have to select or design.	
	a. A good purchase order		
	b. Sales invoice		
	c. Cash register report		
	d. Check stub		
	e. Expense report		
	2. Daily bookkeeping		
	3. Choosing a bookkeeper or accountant		
	4. Select recordkeeping equipment		
	a. Hand-posted pencil and paper		
	b. Carbon copy system		
	c. Mechanical bookkeeping machine		
	d. Computer-prepared records		
	1. Outside service bureau		
	2. In-house equipment	Ask class members to share with the class the recordkeeping equipment they plan to use.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN :15	F. SUMMARY G. Check "Business Plan Summary Sheet" to verify that all assignments have been completed.	Review and Emphasize the major areas in Unit XII outline.	

Unit XIII
Teacher Guide

UNIT XIII. PERSONNEL MANAGEMENT

Objective: The Student Will:

Identify qualifications of personnel for their business.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:15	A. REVIEW	Review outline of last unit topics. Ask class members if they have any questions.	
:60	B. PERSONNEL MANAGEMENT 1. Identify tasks/jobs in the business. 2. Define personnel qualifications, e.g., physical & educational requirements.	Resource Speaker: Secure a resource speaker to talk on the topic of "Personnel Management." (Personnel Manager) Teacher Resources: The instructor may wish to read the following resources prior to this class meeting: Owning and Operating a Small Business, pages 101-103. How to Start Your Own Business and Succeed, pages 227-241.	

I-IIIX

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
	3. Sources of employees a. Within the company b. Employment agencies c. Newspaper want ads	Ask class members to name potential sources of personnel and list on overhead or chalkboard.	
	d. Educational institutions	Stress that local vocational education programs provide not only trained personnel, but also an instructor/coordinator who helps train the students and is a resource of information for the small business.	
	4. Application forms	Refer class members to office supplies stores for standardized forms.	
	5. Training employees	State that the method of training employees is dependent upon size of business and number of employees.	
		State that the local secondary or post-secondary vocational educational system may have a program training individuals to fit their personnel needs.	
	6. Salaries, benefits	Refer class members to previous discussion on taxes, insurance and records related to employees.	
		Review "Personnel Needs" form with class members. Indicate it will provide an estimate of the number of personnel their small business will need.	
:90	C. REVIEW OF BUSINESS PLAN	Ask class members to comment on any questions they did not have answers for on the "Business Plan Summary Sheet."	

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN		Ask class members to review their small business goal stated at the beginning of the course, and have them tell the class if or how it may have changed. Discuss the relationship between personal and business goals and the need for harmony between the two goals. Ask class members to assemble all the forms they have completed and will need to interact with the loan officer in the next unit. Indicate this will be a role play situation. Stress that interview with the loan officer will be a very positive learning experience. Review with the class members the forms they will need to role play "Applying for a Loan" in the next unit.	
:15	D. SUMMARY	Stress that they should be familiar with all the information that has been completed and be aware of information they may still be needing. Stress that they are selling an idea and therefore their business plan should be neat, attractive and professional in appearance. Review and Emphasize the major areas of Unit XIII outline.	

TIME	CONTENT	TEACHING TIPS	NOTES
:MI	E. ASSIGNMENT 1. Complete "Personnel Needs Form" 2. Complete Business Plan 3. Complete "Business Plan Summary Sheet" 4. Review Business Plan		

Unit XIV
Teacher Guide

UNIT XIV. VISIT WITH A LOAN OFFICER

Objectives: The Student Will:

Summarize the kinds of information you must provide a loan officer to obtain a business loan.

Defend a business idea to a loan officer.

TIME	CONTENTS	TEACHING TIPS	NOTES
:MIN			
:15	A. REVIEW	Review outline of last unit outline. Ask class members if they have any questions. Reassure class members that this unit is a major positive learning experience.	
:120	B. A VISIT WITH THE LOAN OFFICER	Resource Personnel: Invite enough financial institution loan officers so each class member will experience an interview with a loan officer. Have each class member meet with a loan officer to review the individual's business plan. Have the loan officers discuss with the group general information about securing a loan and to reflect on the business plans they reviewed.	
:35	C. POST TEST & PROGRAM EVALUATION	Ask class members to complete a post test and an evaluation form about the program.	

XIV-1

TIME	CONTENT	TEACHING TIPS	NOTES
:MIN			
		Note: This is an optional activity. The original test administered in Unit One is repeated at this time. By comparing the "Pre" and "Post" test results, changes in attitudes may be measured resulting from the course.	
		Ask class members to complete an evaluation form about the program. Use an evaluation form appropriate for the sponsoring agency.	
:10	D. THANK YOU	Thank the class members for their attendance and participation. Offer the educational services of your office for their future needs.	

Additional entrepreneruship materials available through The Vocational Studies Center:

GETTING DOWN TO BUSINESS: (Business specific module)

INTRODUCTORY MATERIALS

A HANDBOOK ON UTILIZATION OF ENTREPRENEURSHIP MATERIAL FOR VOCATIONAL EDUCATION
ETC100A . . . . . .$ 3.00

RESOURCE GUIDE OF EXISTING ENTREPRENEURSHIP MATERIALS
ETC100B . . . . . .$ 3.00

CORE MODULE: GETTING DOWN TO BUSINESS: WHAT'S IT ALL ABOUT?
ETC100C1 Student module . . . . . .$ 10.00
ETC100C2 Teacher module . . . . . .$ 3.00

SYNTHESIS OF FIELD TEST FINDINGS
ETC100SS . . . . . .$ 1.00

AGRICULTURE DISCIPLINE:

DAIRY FARMING
ETC100D1 Student module . . . .$ 6.00
ETC100D2 Teacher module . . . .$ 3.00

FARM EQUIPMENT REPAIR
ETC100E1 Student module . . . .$ 6.00
ETC100E2 Teacher module . . . .$ 3.00

FERTILIZER AND PESTICIDE SERVICE
ETC100F1 Student module . . . .$ 6.00
ETC100F2 Teacher module . . . .$ 3.00

GARDEN CENTER
ETC100G1 Student module . . . .$ 6.00
ETC100G2 Teacher moudle . . . .$ 3.00

TREE SERVICE
ETC100H1 Student module . . . .$ 6.00
ETC100H2 Teacher module . . . .$ 3.00

BUSINESS AND OFFICE DISCIPLINE:

ANSWERING SERVICE
ETC100J1 Student module . . . .$ 6.00
ETC100J2 Teacher module . . . .$ 3.00

BOOKKEEPING SERVICE
ETC100K1 Student module . . . .$ 6.00
ETC100K2 Teacher module . . . .$ 3.00

SECRETARIAL SERVICE
ETC100L1 Student module . . . .$ 6.00
ETC100L2 Teacher module . . . .$ 3.00

SOFTWARE DESIGN COMPANY
ETC100M1 Student module . . . .$ 6.00
ETC100M2 Teacher module . . . .$ 3.00

WORD PROCESSING SERVICE
ETC100N1 Student module . . . .$ 6.00
ETC100N2 Teacher module . . . .$ 3.00

HEALTH DISCIPLINE:

HEALTH SPA
ETC100P1 Student module . . . .$ 6.00
ETC100P2 Teacher module . . . .$ 3.00

NURSING SERVICE
ETC100R1 Student module . . . .$ 6.00
ETC100R2 Teacher module . . . .$ 3.00

WHEELCHAIR TRANSPORTATION SERVICE
ETC100S1 Student module . . . .$ 6.00
ETC100S2 Teacher module . . . .$ 3.00

MARKETING AND DISTRIBUTION DISCIPLINE:

APPAREL STORE
ETC100T1 Student module . . . .$ 6.00
ETC100T2 Teacher module . . . .$ 3.00

BICYCLE STORE
ETC100U1 Student module . . . .$ 6.00
ETC100U2 Teacher module . . . .$ 3.00

BUSINESS AND PERSONAL SERVICE
ETC100V1 Student module . . . .$ 6.00
ETC100V2 Teacher module . . . .$ 3.00

FLOWER AND PLANT STORE
ETC100W1 Student module . . . .$ 6.00
ETC100W2 Teacher module . . . .$ 3.00

INNKEEPING
ETC100X1 Student module . . . .$ 6.00
ETC100X2 Teacher module . . . .$ 3.00

SPECIALTY FOOD STORE
ETC100Y1 Student module . . . .$ 6.00
ETC100Y2 Teacher module . . . .$ 3.00

TRAVEL AGENCY
ETC100Z1 Student module . . . .$ 6.00
ETC100Z2 Teacher module . . . .$ 3.00

OCCUPATIONAL HOME ECONOMICS DISCIPLINE:

DAY CARE CENTER
ETC100AA1 Student module . . . .$ 6.00
ETC100AA2 Teacher module . . . .$ 3.00

HOME ATTENDANT SERVICE
ETC100BB1 Student module . . . .$ 6.00
ETC100BB2 Teacher module . . . .$ 3.00

HOUSECLEANING SERVICE
ETC100CC1 Student module . . . .$ 6.00
ETC100CC2 Teacher module . . . .$ 3.00

RESTAURANT BUSINESS
ETC100DD1 Student module . . . .$ 6.00
ETC100DD2 Teacher module . . . .$ 3.00

SEWING SERVICE
ETC100EE1 Student module . . . .$ 6.00
ETC100FF2 Teacher module . . . .$ 3.00

TECHNICAL DISCIPLINE:

ENERGY SPECIALIST SERVICE
ETC100FF1 Student module . . . .$ 6.00
ETC100FF2 Teacher module . . . .$ 3.00

GUARD SERVICE
ETC100GG1 Student module . . . .$ 6.00
ETC100GG2 Teacher module . . . .$ 3.00

PEST CONTROL SERVICE
ETC100HH1 Student module . . . .$ 6.00
ETC100HH2 Teacher module . . . .$ 3.00

TRADES AND INDUSTRY DISCIPLINE:

AIR CONDITIONING AND HEATING SERVICE
ETC100JJ1 Student module . . . .$ 6.00
ETC100JJ2 Teacher module . . . .$ 3.00

AUTO REPAIR SHOP
ETC100KK1 Student module . . . .$ 6.00
ETC100Kk2 Teacher module . . . .$ 3.00

CARPENTRY BUSINESS
ETC100LL1 Student module . . . .$ 6.00
ETC100LL2 Teacher module . . . .$ 3.00

CONSTRUCTION ELECTRICIAN BUSINESS
ETC100MM1 Student module . . . .$ 6.00
ETC100MM2 Teacher module . . . .$ 3.00

HAIR STYLING SHOP
ETC100NN1 Student module . . . .$ 6.00
ETC100NN2 Teacher module . . . .$ 3.00

PLUMBING BUSINESS
ETC100PP1 Student module . . . .$ 6.00
ETC100PP2 Teacher module . . . .$ 3.00

WELDING BUSINESS
ETC100RR1 Student module . . . .$ 6.00
ETC100RR2 Teacher module . . . .$ 3.00

COMPLETE SET . . . . . .$ 200.00

ACHIEVING SUCCESS IN SMALL BUSINESS: A Competency-Based Educational Program For Persons Interested In Small Business Ownership

These modules provide an individualized program of study for small business owner-managers to develop managerial-entrepreneural competencies.

Each instructional module includes an audio tape, printed material, learning activities, a preferred reading list and reference materials (Small Business Administration aids, and selected Dun and Bradstreet publications.)

This set contains 12 modules, 6 audio tapes (containing the 12 lessons), and a final report. For your convenience, contents are shrink wrapped and packaged in a 3-ring vinyl binder with tabs and cassette holder.

Twelve modules include:

1. Success in Small Business: Luck or Pluck?
2. Determining Capital Needs
3. Estimating Your Business Potential
4. Creating An Effective Business Image
5. Developing Your Sales Promotion Plan
6. Developing Ads That Produce Results
7. Improving Profits Through Effective Management
8. Improving Employee Selection Training and Supervision
9. Merchandising: The Key to Greater Profits
10. Business Records: Good Medicine Tastes Bad
11. Assessing the Health of Your Business
12. Protection for You and Your Business

ETC150.....$ 75.00

STEPS TO STARTING A SMALL BUSINESS FOR HIGH SCHOOL STUDENTS

Publication contains 14 sessions outlining all the steps one would need to start a small business. Primarily designed to use community resource people to deliver content. Contains teaching outline, student section and bibliography. Designed for use at the secondary level but adaptable for post-secondary and adult education audiences.

ETC200.....$ 15.00

These materials may be ordered by writing:

The Vocational Studies Center
Publication Unit
265 Educational Sciences Building
1025 W. Johnson St.
Madison, WI 53706
(608)263-4357

THE VOCATIONAL STUDIES CENTER

University of Wisconsin-Madison

The Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of the problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

Merle E. Strong, Director
Roger H. Lambert, Associate Director

964 EDUCATIONAL SCIENCES BUILDING 1025 W. JOHNSON ST. MADISON, WI 53706